# College News

Vol. 10. No. 8 WELLESLEY, MASS., WEDNESDAY, NOVEMBER 23, 1910 Price 5 Cents

## The Garment Workers' Strike.

The garment workers of Chicago have been on strike for six weeks, and no one can foresee as yet the end of the struggle. One hundred and twelve employers have given in and signed a union-shop agreement, but these are the little men with small contract shops, who have no reserve capital to fall back on, and who are ready to accept any terms until the season's work is done. The large firms who employ three-fourths of the forty thousand men, women and girls who earn a living by this trade, will not yield, without a long, hard fight, the principle for which they are contending—no recognition of the union. But is unionism worth a prolonged strike, with its inevitable suffering and demoralization? These people think so, for they have struck before, and won their case, only to see the fruits of victory slip through their fingers when the dull season came and men were eager to get work on any terms. They are convinced that nothing but a strong organization will enable them to put earnings and conditions of labor on a tolerable and permanent basis. These large employers, the clothing barons, as the agitators call them, maintain excellent workshops, from the sanitary point of view, and they cannot understand why the employees should be discontented. They do not understand that they have carried over into the factory precisely the worst feature of the sweat-shop—the boss, who is under compulsion to get the most out of his people, to drive them to the limit of physical endurance. His standing with the firm depends upon the economies he can devise, and he receives, over and above his salary, three dollars per hundred for all the garments he can produce beyond a certain stipulated number. Under this impetus, wages have been cut and the difficulty of the work increased, until the strain on body and nerves is deadly. The most expert workers can make good wages, but the pace set by these prize-winners is destructive to the rank and file. The grievances are many and varied, and taken separately, do not seem serious enough to warrant a strike; but the sense of accumulated wrongs finally impelled the workers to concerted resistance. The leaders, in the several instances that have come to my knowledge, have been well-paid, expert hands, whose own grievances were slight, but who resented the impositions practiced on the young and ignorant. One of these was offered twelve dollars a week if she would induce the "greenhorns" to make up ten coats a day, an impossible stint, for six dollars a week wages. The boss assured her that, in America, "the foolish pay the smart," when he retorted, "Now the green[illegible] will teach the foolish," and led the people out on strike. The capacity for devotion and self-sacrifice of these girls, Russian Jews and Bohemians, for the most part, is, perhaps, un-American, and the employers think it most unreasonable. The officials of the Garment Workers' Union thought it impossible that so large a body of people, unaccustomed to act in concert, could be held together for a long strike, and they endeavored to secure an arbitration of the grievances without stipulating for recognition of the union or the closed shop; but the people rejected the compromise, preferring to suffer rather than surrender what is, to them, a fundamental principle, and those who know this most easily-sweated of industries, must sympathize with their heroic resolve. The Woman's Trade Union League has undertaken to train the girls for their task, and to assist those who are homeless to meet living expenses while the strike lasts. Will not the students of Wellesley help us? Contributions of money or clothing or food may be sent to Mrs. Raymond Robins, 275 La Salle street, Chicago.

KATHARINE COMAN.

## PHILOSOPHY CLUB LECTURE.

Professor A. C. Armstrong of Wesleyan University lectured to the Philosophy Club, on Friday evening, November 18, upon The Religious Philosophy of Rousseau. The lecture, which was read from proofs of a paper to be published in the Archiv für die Geschichte der Philosophie, embodied the results of a scholarly and illuminating comparison of the second half of the "Nouvelle Héloise," the fourth part of "Emile" and a portion of the "Contrat Social," with Rousseau's controversial writings, and with his later autobiographical works. Professor Armstrong emphasized the occurrence of rational elements in the sentimental deism of Rousseau—especially in its argumentative reaction against the teaching of the Encyclopædists. The independent value, for Rousseau, of religion as foundation for morality was well brought out by comparing his doctrine with that of Kant, who argues religious truths from the validity of the moral experience. In answer to the questions which followed on the lecture, Professor Armstrong more closely considered the relation of Rousseau to Kant, and contrasted Voltaire's less emotional attitude toward religion with that of Rousseau. "Time was called," by Miss Helen Paul, the president of the club, just as one of the audience rose to ask the lecturer [illegible]

M. W. [illegible]

## LECTURE ON "UNITY."

On Friday afternoon, [illegible] Professor H[illegible] [illegible] the [illegible] Unity in Art [illegible] using [illegible] to illustrate [illegible] in the lecture.

He began by saying that [illegible] expression of [illegible] around which [illegible] Unless [illegible] which, the result is [illegible] of art. Unity [illegible] is lacking.

The way of securing unity [illegible] for every form of art. [illegible] "The [illegible] of [illegible] every other." In architecture, sculpture and painting, the materials [illegible] dealing with the concrete, it is easier to obtain unity than in literature and music, which deal with the abstract and immaterial. The reason for this [illegible], that in expressions of material art, it is the whole that first strikes the eye, whereas in literature and music, we must [illegible] first.

The first means for securing unity in art is by the use of balance. The artist instinctively seeks balancing effect. Raphael's various paintings of the Madonna illustrate this point.

Contrast is another means for securing unity. It relieves the monotony of balance. For instance, contrast is obtained in architecture by the use of gargoyles, in painting by differences of colors, lights and shadows. In literature, opposing ideas are contrasted, and in music, different motifs.

Climax is the third means. It is the natural and artistic end of unified progression, and is used to heighten interest. Thus the spire is the climax of a cathedral.

Fourthly, balance, contrast and climax are unified by symmetry, which is a harmonious proportion of all details. Macaulay's essay on Milton shows a splendid mastery of the principles of symmetry.

The fifth means for producing unity in art is atmosphere. Atmosphere is the [illegible] emotional impression that any form of art conveys to the beholder. The great musicians were masters of atmosphere. Some lines about moonlight from "The Merchant of Venice," give the same impression as "[illegible] Lune" and Shelley's "[illegible] Skylark," as Nevin's "Nightingale." Unity in each is obtained by the use of the same principles.

E. C.

# College News.

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## EDITORIAL.

A member of the Faculty, having been at Wellesley for about a month, was asked what she thought of our intellectual atmosphere. For a moment she was taken aback, then replied promptly, "Why there isn't any!" It seems a rather frightful accusation to bring against an institition of learning, but it requires but little observation to convince one of its truth. We are a vast lump of unassimilated, indigestible stodginess, without common aim or common ambition. Being a young college we are held together by little of the beautiful and lofty intellectual tradition that makes famous Oxford, Bonn, Heidelberg and other foreign universities; what little tradition we have, is painfully resurrected for us once a year at a few moments of vesper service and lost sight of in a time even less, if heeded at all. What has become of the grand old spirit that made sacrifices, endured discomforts and even hardships in return for an education? We hear seldom of the girls who spend their clothing allowance for books—not required text books such as line the average college book shelf, but other outside books, the kind one lives with. We come upon few circles of friends who in their hours of recreation will come together enthusiastically to read or to talk of matters pertaining to their studies—in fact, to evince an interest in the academic, if we except the perennial groans rising from Freshman "math.," is considered bad form, or at least "queer"—or more frightening still, "clever;" and in the presence of the "clever" the liveliest are awed into silence if not bored to extinction. Few pause to realize that what passes for cleverness at college is very often only a natural—or what ought to be a natural—interest in our work, a realization that it is not a thing to be set apart, shut up in the dimness of an early Victorian drawing-room and aired only on state occasions, but a vital part of us and of our equipment in life.

What is the matter with us, or with the conditions under which we live here—and not particularly here but in the average American college? "Social activities" cry some, but we think them well refuted by a member of the Faculty who says, "Not too much social activity, but too much mental passivity." Numbers are presented as another obstacle to solving the problem. Large classes, save in lecture courses, are as dead-weights in the hands of the most inspiring of instructors. A few students recite continually, while the rest sit back and take notes. Class discussion resolves itself into a dialogue or triologue, and after midyears, the instructor will be unable to call by name more than one-half or two-thirds of her pupils.

But the greatest cause for the change from the "good old times" can be found in the attitude of the modern student towards education. To the vast majority of us education is not a thing to be striven for, to be contended for, but something offered us as a matter of course. We take it as we take a few dilettant lessons in music, in china painting or embroidery,—a college education is a very nice acquirement, a sort of social finish that happens to be "the thing," and if you come out into the world able to connect the name of Pater with literature or to stutter a few words in French, if you have made a host of friends and acquaintances, your course has been successful—throw away your books and begin to enjoy life! Is it any wonder that the serious student finds her only refuge in graduate work?

And even among students who contemplate using their work after graduating, perhaps in teaching, there is a more or less consciously utilitarian way of looking at it. There is no pleasure in learning for its own sake—an intellectual debauch would be entirely alien and startling to their natures. Knowledge to them is only a means to the end, a solution of the difficult problem of earning one's living.

There is little hope of reform by a process of exclusion, nor of the ideal state suggested by one professor, who declared she would stand at the gate of her college and meet all comers with "Why have you come here?" and on the intelligence of the answer flunk or pass the applicant. But we can do something. Why not put some of the superfluous feeling we waste in rah-rahing for college, in clapping enthusiastically for our instructors at the end of a term, into our work? It is just as easy to have a sentiment about our work as it is to have one about "alma mater," home, country or any of the other things which we think of as "mine," and in which we take pride: or we must make our work mean something to us, something in which we can take pride, something in which we are interested; it must be a live and worth while thing, to be thought of, talked over and reckoned with in everyday life; not a few scattered impressions closeted away until examination period, but a constructive living element within us.


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## COLLEGE CALENDAR.

Friday, November 25, at 4.15 P.M., in College Hall Chapel, a tradition meeting of the Student Government Association.

Saturday, November 26, afternoon and evening, in the Barn, the Sophomore Promenade.

Sunday, November 27, at 11.00 A.M., service in Houghton Memorial Chapel. Sermon by Mr. Robert E. Speer. At 4 P.M. in Billings Hall, address by Mr. Speer.

At 7.00 P.M., in the chapel, vespers. Special music. Address by Mrs. Speer.

Monday, November 28, at 4 P.M., in College Hall Chapel, meeting of the Equal Suffrage League. Mrs. Swinburne Hale, the well-known English speaker and an actress of charming personality and power, will address the League, which extends an invitation to all members of the college and their friends.

At 7.30 P.M., in College Hall Chapel, address by M. Gustave Fougères, before the French Department.

Tuesday, November 29, meeting of the Social Study Circle.

## COLLEGE NOTES.

Contributions of $60,000 to the endowment fund of Wellesley College in the last twelve months have been announced. The gifts were received from various sources and from many parts of the country, but a large proportion of the total amount was received from a bequest of the late Ellen A. Kimball of Boston.

Miss Roxana H. Vivian, of the Mathematics Department, gave an address on "Constantinople" before the Woman's Union of the Wellesley Congregational Church, November 15.

Members of Economics 6 visited the State Hospital at Tewksbury, Massachusetts, last Monday, November 21.

Senorita Marcial lectured on "Spain" before the members of History 19 in the Chemistry Lecture Room, on November 22.

The Debating Club met on the evening of November 22 in the Alpha Kappa Chi House. The debate was an informal one, the subject discussed being, "Resolved, that the national government should control the natural resources of the nation."

The Thursday-evening meeting of the Christian Association in College Hall Chapel, was led by Helen Curtis. In the village, Katharine Terry led the meeting. Both meetings were Thanksgiving meetings.

On the afternoon of November 19, the Consumers' League held an exhibition in Zeta Alpha House. Later the league had a social meeting for Miss Mary C. Wiggin.

"Self Help and Self Cure," the joint work of Miss Edith Mendall Taylor of the English Department, and Miss Elizabeth Wilder of Cambridge, has been accepted by the Authors' Board of the Lyceum Club of London for the members' shelf. In addition to this, Miss Taylor has been elected a member of the Authors' Club of Boston.

Some of the press comments on this book are as follows:

"The book puts in the clearest, most accessible form the newest, most authoritative thought on a topic of great present and permanent interest."—Cambridge Tribune.

"It is well written, clearly expressed, and will do good wherever it goes."—The Chicago Interior.

"It is a stimulating exposition of mental healing."—Leslie's Weekly.

### LOST.

On Field Day, near basket-ball field, white sweater with W. Owner's name on inside of collar. Will finder please return to Mary B. Guernsey, 11 Pomeroy?

## NOTICES.

M. Gustave Fougères, [illegible] Université de Paris, will lecture in College Hall Chapel on Monday, November 28, at 7.30 o'clock. [illegible] terest, is, "L'Œuvre archéologique [illegible] Rome. Les restauration [illegible] de la Grèce et de l'Italie par le [illegible] Evolution de l'art classique en France." The Department of French extends a most cordial invitation [illegible] their friends to be present. M. Fougères [illegible] lection of slides to be first [illegible] in Wellesley for the purpose of illustrating his lecture.

By the gracious invitation of the [illegible] of Harvard University, Professor Colin and Miss [illegible] lady patronesses of the annual performance of the French play given by Harvard students.

"Les Romanesques," by Edmond Rostand, [illegible] Thursday and Saturday respectively, December [illegible] o'clock, Jordan Hall, Boston.

Orders for tickets, $1.50, may be sent to Rooms 213 and 24[illegible] College Hall.

"Les Romanesques," pronounced by many [illegible] Rostand's most charming work, was first given in Paris in 1894 at the Comédie Française. Since then it has [illegible] France and in all the capitals of Europe, ever with un[illegible].

The story is a delicate and delightful [illegible] Rostand's best mood, and written in, perhaps, the most beautiful [illegible] his poetic genius has created.

It is hoped that all those who appre[illegible] in French literature will patronize this [illegible] undertaking of the Cercle Français.

A letter has been received from Mr. H. C. Phillips, [illegible] of the Lake Mohonk Conference on International Arbitration, in acknowledgment of the receipt of the Peace Number of COLLEGE NEWS, issued May 25, 1910. Mr. Phillips [illegible] an excellent idea, and we hope it will l[illegible] same nature."

On Wednesday, November 30, at 4.30 P.M., in College Hall Chapel, Dr. Laura D. Gill will address students [illegible] remunerative employments on leaving college. This lecture is designed not only for Seniors, but for all members of the college interested in the subject. Dr. Gill is studying [illegible] in connection with the work of the Educational and Industrial Union of Boston.

## TINFOIL FOR STUDENTS' BUILDING.

Save your tinfoil, and bring it to 220 College Hall. It will be sold for Student Building.

## ART EXHIBITIONS.

Museum of Fine Arts: Exhibition of Mezz[illegible]

Vose's Gallery: Portraits by Mr. H[illegible]

Twentieth Century Club: Mr. Bowen's Paintings.

Copley Hall: Mr. Martyn's Paintings.

Copley Gallery: Mr. Jones' Paintings.

Boston Public Library: Japanese Art.

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## THE DEPARTMENT OF GERMAN.

With a fundamental bass note the Department of Music has started the chorus of departmental voices that are going to make themselves heard to appreciative and other readers of the College News. I have always thought that, for various reasons, music and German sound well together and am endeavoring, therefore, to have my strain follow as closely as possible on that of the Professor of Music.

Many who read Mr. Macdougall's account in the News of November 9th must have been surprised to hear how the path of music, this youngest of modern college studies, is as yet beset with difficulties. The trouble with German, unlike music, is not that it is too young a study but that it entered the rank and file of university subjects under the shadow of powers such as the Reverend Greek and the Right Reverend Latin, and that in spite of all that a Montaigne and a Pestalozzi had urged in favor of live methods for living things old Mistress Prose and dry Master Translation were exclusively made its early taskmasters; mummification being the condition sine qua non on which a modern language had to maintain its academic standard.

Times have changed for both ancient and modern languages, and not even in the most mossgrown brains is there now any serious doubt left that oral and aural training, to some extent at least, ought to be provided in connection with the study of living languages. But theory here is much in advance of practise because—well, because "man is a lazy animal." Applying the reformed methods not only means constant and lively effort on the part of teacher and student, but it also presupposes a great deal of pedagogical skill in the teacher as well as a very thorough knowledge of the language taught. It is a tremendous handicap that most American schools still employ teachers of modern languages whose only preparation for their work is a few years of college study. Preference, to be sure, is given in many cases to the candidate who has studied French and German abroad for at least a summer, but general conditions are still deplorable,—of this the Freshmen entering on Minimum or Maximum German could tell a sad tale.

There are two groups of students that exemplify thoroughly faulty methods of teaching; the one represented by the girl who knows her theoretical grammar well, but who on account of the lack of any oral training, has an entirely untrained ear, a very uncertain vocabulary and no idea of idiom; the other, larger, group made up of girls who can pretty well use and understand the vernacular of elementary German classes, but who get their genders, endings, constructions, etc., all confused. The latter, painful products of the natural methods so-called, are especially the despair of their instructors, particularly at this time of the year.

In planning the work for the Department the administration unfortunately has to take cognizance of such serious gaps in the preparatory training of its students. That much valuable time and energy is wasted in the—often futile—attempt to make good what poor methods of teaching, crowded classrooms and general habits of inaccuracy have spoiled will be understood without my going into further detail.

The regular work of the Department—to turn to more positive aspects—is three-fold, namely literary, linguistic and philological. There was a time when students actually chose to study Gothic and Middle High German, but the present generation seems to be fast losing its interest in philological questions, and a modest one-hour course only—the one in the History of the German Language which is required of students wishing to teach—has kept up a decent record of attendance. The bulk of the Department of German, therefore, lies along linguistic and literary lines, the latter being more emphasized in the Junior and Senior courses, the former in the elementary work.

The hardest problems face the administration in its dealings with the intermediate courses (10, 15, 11 and 22), where the serious study of literature begins to be taken up at the side of and through the medium of such systematic language-study as is offered in courses 5, 8, 30 and in the theme-work connected with courses 11 and 22. It is at this stage of language instruction that both teachers and students are apt to blunder woefully. The students, anxious to drink in the new ideas that stream in upon them, are too willing to let their hard-earned vocabulary and grammar fall into disuse and decay. Just at this stage of their study of German they ought to take more pains than ever before to acquire a large active vocabulary and a surer handling of idioms and grammatical forms for the sake of making these new thoughts their very own. Instead of that they are satisfied in most cases to take in passively all that the zealous instructor of literature may be willing to offer them. The result is that the little stranger-thoughts, finding an easy passage through relaxed systems, depart as quickly as they entered, leaving just a bit of fog on the brain, maybe. Upon the harm that this pleasant-mannered passivity of the students works on the methods of their instructors I will not elaborate now. I only want to state what I emphatically believe to be true: that college teachers of modern languages in general, do not make the best use of those precious periods of classroom work, if they themselves "talk a steady stream" instead of insisting on having the students exercise their own tongues and brains. The lecture method is good in its place. At the universities of Continental Europe, for instance, it serves a good purpose, because there long and frequent "vacations" are given for mental digestion, and the expectation of a grand finale of examinations stimulates the students to independent work. At our colleges, however, where the student-body as yet enjoys little leisure and less solitude and where aspiration for constructive work is as rare as roses in the desert, lecture courses must surely mean a pedagogical misfit.

The instructors in the German Department (myself included) are constantly reminding themselves that it is not for them to walk the smooth path of lecturing, especially not in the intermediate courses, however interesting and generally attractive that would be for both teacher and student. It must be admitted, though, that it is extremely hard to be virtuous in this particular if in addition to the difficulties already alluded to the students themselves fail to realize the importance of alert self-activity in the class-rooms. Without more help from the students in this line we cannot even hope to attain the end toward which we work for our (five hundred odd) students, namely: the gaining of such knowledge and command of the language as will enable the students to read German with pleasure after graduation, to write correctly and idiomatically, to speak German with some degree of fluency and accuracy, and most vital of all, to appreciate intelligently and sympathetically the German genius through a first-hand acquaintance with the greatest of its poets and thinkers. Margarethe Muller.

## FREE PRESS.

I.

The person who walks off with the reserve book for which one has signed up has become more or less familiar. A new species has been discovered lately. Last week a student signed up for a certain book on one of the reserve shelves. When she went for it the book was there all right: but on opening it she discovered that the pages which particularly concerned her had been cut out. That cutting may have been done years ago, but it seems improbable, for the book has been in use recently. There is no need to say anything in regard to this matter. The action speaks for itself quite loudly enough to penetrate the college. 1912.

II.

We enthusiastically applaud the efforts of the C. C. C. and suggest that a good place for a beginning would be the approach to the quadrangle. We realize that this is perhaps a tactless suggestion at present and that winter is hardly the time for landscape gardening. However, there are a few trifling details which might be looked to. For instance it is rather disconcerting to put one's foot upon an apparently innocent looking plank and have it suddenly give way beneath one. Also we do not see any particular reason for adding to the dust, stray pocket handkerchiefs, hairpins, gloves, paper bags and so on, nor for trying to fill up the hollow by the ice-house with the family letters. 1912.

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## FREE PRESS—Continued.

III.

An instructor recently, remarking upon the prevalence of unfair methods of recitations in her classes, said that such methods were inconsistent with Student Government. Of course; but few people realize that cheating—to use the ugly but correct word—has anything whatever to do with registering, for registering is what Student Government means to far too many of us. Would it not be possible to adopt the Honor System in examinations and all academic work? It would raise our standards and increase that sense of honor that our brothers taunt us—and often rightly—with not possessing. MARY McDERMOTT, 1913.

IV.

I wish to ask if the buzzer that makes life miserable in the library cannot be made to sound for one second instead of extending its diabolical voice over several seconds? The short, sharp buzz will attract attention quite as efficiently as the prolonged buzz, and will not stir up such unholy feelings in the minds of those who are to spend more than one period in the library. Again, would not one buzz at the end of each hour be sufficient without sounding another in ten minutes? 1912.

## PARLIAMENT OF FOOLS.

Reception's at four, and I've got to dress.
Oh, my goodness, what a mess!
I wish my wash would come—look there!
—My last clean stockings, a hole-y pair.
I haven't a thing but a tailored waist,
And that would hardly be good taste.
I can't decide what suit to wear—
Simply haven't got time to mend that tear
Where my heel went through—and as for a hat—
Say, Marge, I'd look perfectly ripping in that!
Let me try it on. Ah, that's settled at last,
At least one trouble's a thing of the past.
And now for my gloves—(Oh, where in the deuce
Is Nan's glove-box? Say, what's the use
Of a room-mate that never has any clothes?)
Oh, here they are, right under my nose.
There's a hole in one thumb, but I'll put up a bluff
And keep my hand inside of my muff.
Well, I guess I'm ready—just watch me fly—
Ta ta! I'll do you a good turn by and by!

## AT THE THEATERS.

MAJESTIC: "The Chocolate Soldier."
SHUBERT: Mr. E. H. Sothern and Miss Julia Marlowe in "As You Like It," Wednesday night and Thursday matinee.
"Romeo and Juliet," Thursday and Friday nights and Saturday matinee.
"Hamlet," Saturday night."
COLONIAL: Montgomery and Stone in "The Old Town."
TREMONT: "The Fortune Hunter."
BOSTON: Kyrle Bellew in "Raffles."
HOLLIS: William Gillette in "Held by the Enemy," Wednesday evening, November 23.
"Sherlock Holmes," Thursday matinee.
"The Private Secretary," Thursday evening.
"Secret Service," Friday evening.
"The Private Secretary," Saturday matinee.
"Sherlock Holmes," Saturday evening.
PARK: "Seven Days."

"Seven Days" has sent all Boston into merry hysteria and fully justified the reputation it won in New York, where it ran into a second year.

One eminent writer on theatrical matters for a popular magazine said: "Once in a long time, say every twenty years, a play comes along that is so far ahead of all others of its kind that it marks an epoch. Such a one is 'Seven Days.'"

The play is capitally acted by the identical cast that scored the record run in New York. See "Seven Days" at the Park Theater and store up enough merriment to insure against any gloom the future may bring forth.

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## SOCIETY NOTES.

### TAU ZETA EPSILON SOCIETY.

Society Tau Zeta Epsilon held its first program meeting on Saturday evening, November fifth. The program was as follows:

MUSIC:
Musician studied: Ethelbert Nevin.
Examples of Instrumental Music . . . . . . . . . . Carol Scott
Examples of Vocal Music . . . . . . . . . . Gertrude Rugg
Paper: General Plan of Musical Work for Year . . Anna Skinner

PICTURES:
I. "Mrs. McSpauen," by Smybert.
Model . . . . . . . . . . Fern Clauson
Head Critic . . . . . . . . . . Alice Waterman
II. "Mrs. Miner," by Trumbull.
Model . . . . . . . . . . Alice Forbes
Head Critic . . . . . . . . . . Alice Ake
III. "Head of a Lady," by Sully.
Model . . . . . . . . . . Dorothy Hill
Head Critic . . . . . . . . . . Marguerite Baldwin
Paper: "Brief Survey of American Art" . . . . . . . . . . Ruth Evans

### AGORA SOCIETY.

The Agora Society held its first program meeting on the eighteenth anniversary of its organization, Saturday, November the twelfth. The program consisted of the presentation of the domestic problem in the form of dialogues between members of the society, representing various persons at an employment bureau. The speakers were as follows:

Margaret Bubier . . . . . . . . . . General Housework Girl
Frances Faunce . . . . . . . . . . Housekeeper (one servant)
Sarah Caswell . . . . . . . . . . Housekeeper (one servant)
Elizabeth Hubbard . . . . . . . . Housekeeper (more than one servant)
Lydia Brown . . . . . . . . . . Cook
Lou Dilman . . . . . . . . . . Second Girl
Sara Tupper . . . . . . . . . . Manager of Employment Bureau

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## MUSIC NOTES.

The first of the regular Tuesday-afternoon student recitals will occur in Billings Hall at 4.30 o'clock, on November 29, 1910. On December 6, there will be a pianoforte and violin recital by Miss Alice Cummings and Mr. Albert Foster of the Music Faculty. On December 13, there will be a recital of Christmas music. These Tuesday recitals will continue through the entire winter term. All members of the college and their friends are cordially invited.

The following members of the Class of 1914 have been admitted to the Wellesley College Orchestra:

First Violin: Mamie Long, Alice G. Mulligan, Sophie L. Tillinghast.

Second Violin: Evelyn Furber, Anne Taylor.

Piano (substitute): Marguerite Milnor.

Miss Wheeler, Mr. Hamilton and Mr. Foster, all of the Department of Music, gave a musicale for the Mount Holyoke Alumnæ Association, at the Hotel Vendome, Boston, on Saturday afternoon, November 22.

On Monday evening, November 21, in Billings Hall, a most enjoyable Schumann centenary recital was given by Mrs. Stella Hadden Alexander of Dana Hall. Mrs. Alexander is a pianist of great excellence, and it would be difficult to express our appreciation of her kindness in preparing for us a program so difficult and of such great pretensions, which was rendered with such perfection of detailed work and sympathy of interpretation. The program in full was as follows:

Sonata—G Minor, Pp. 22.
1. So rasch wie möglich.
2. Andantino.
3. Scherzo—sehr rasch und markirt.
4. Rondo—Presto.
(a) Vogel als Prophet (The Prophet Bird).
(b) The Elf.
(c) Warum? (Why?)
(d) Des Abends (At Evening).
(e) Novelette—No. 7, E Major.
Fantasie—Op. 17, C Major (dedicated to Franz Liszt).
Two Songs (transcribed by Liszt):
(a) Fruhlingsnacht (Spring Night).
(b) Widmung (Dedication).
Carnaval—Op. 9.

## RECENT ADDITIONS TO THE LIBRARY.

Adam. Religious teachers of Greece.
Baye. The industrial arts of the Anglo-Saxons.
Bode. Florentine Bildhauer der Renaissance.
Bolton. Principles of education.
Buller. Researches on fungi.
Chambers. Notes on history of the Revels Office under the Tudors.
Chambers. The story of the comets.
Cichorius. Untersuchungen zu Lucilius.
Cervantes. Teatro completo.
Coleridge. Selections from prose writings ed. by H. A. Beers.
Croce. Æsthetic as science of expression and general linguistic.
Curtler. Short history of English agriculture.
Documentary history of American industrial society. v. 1-8.
Dorland. Amer. medical dictionary.
Dürr. Die Lehre von der Aufmerksamkeit.
Eaton. Birds of New York.

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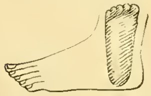
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## Recent Additions to the Library—Continued.

England Board of Trade. Report of an enquiry into the working class rents, housing and retail prices.
Fernow. Brief history of forestry.
Ferrero. The valley of Aosta.
Fisher. Bonapartism.
Fisher. Studies in Napoleonic statesmanship: Germany.
Fling. Mirabeau and the French revolution.
Franklin and Macnutt. Mechanics and heat.
Franklin and Macnutt. Light and sound.
Franklin and Macnutt. Elements of electricity and magnetism.
Frenkel. Friedrich Hebbels Verhältnis zur Religion.
Frenssen. Klaus Hinrich Baas
Gairdner. Henry the Seventh.
Greg. Pastoral poetry and pastoral d ama
Grillparzer. Sämtliche werke
Helvetius. Oeuvres completes.
Hardy. Time's laughingstocks.
Hooker. Student's flora of the British Islands.
Innes. Cranmer and the reformation in England.
Innes. England under the Tudors.
International geological congress. Iron ore resources of the world.
Krafft-Ebing. Lehrbuch der Psychiatrie.
Krumm. Die Tragödie Hebbels.
Kutscher. Friedrich Hebbel als Kritiker des Dramas.
Landor. Selections from the imaginary conversations; ed. by A. S. Newcomer.
Langland. Piers Plowman; ed. by J. F. Davis.
Lahustein. Das Problem der Tragik in Hebbels Frühzeit.
Lessing. Grillparzer und das neue Drama.
Lope de Vega. Obras escogidas.
Morley. Oliver Cromwell.
Morris. Organic history of English words.
Nádejde. Die biologische theorie der lust u. unlust. Part I.
Nietzsche. Beyond good and evil.
Nietzsche. Human, all too human.
Norwood. Higher education of boys in England.
Peters. Justice to the Jew.
Remington. The practice of pharmacy.
The riddles of the Exeter book ed. by Frederick Tupper.
Royall. The black book.
Sauer. Maler Müller and Schubart.
Sedgwick. The garden month by month.
Sharp. The house of Usna.
Tanner. Renaissance and the reformation.
Thackeray. (Selections) ed. by G. K. Chesterson. (Masters of literature series.)
The Englishwoman's year book.
Turquan. The sisters of Napoleon.
Unwin. Town planning in practice.
Walden. Universities of ancient Greece.
Weston. The legend of Sir Perceval.
Wilson. Federal aid in domestic disturbances, 1787-1903.
Woodberry. The inspiration of poetry.

## ALUMNÆ NOTES.

**In addition to notes concerning graduates, the Alumnæ column will contain items of interest about members of the Faculty, past and present, and former students.**

### RESOLUTIONS OF THE CLASS OF 1891.

We, the Class of 1891, keenly regret the death of our classmate, Caroline Frances Pierce, and are glad to record our appreciation of her loyal life.

With unremitting labor she has served the college, and has given herself to her life-work—the college library. With patient, quiet enthusiasm, she has done her full share in building up the library under its old conditions, and has shown her wisdom and ability in planning the new library building.

With faithfulness and whole-hearted kindness, she has always done what she could to help the college, her class, her friends.

Signed.

For the Class of 1891.
BERTHA PALMER LANE,
ELIZABETH STEWART.

"The Star Gazers," a story of Mexican society by Abbie Carter Goodloe, 1889, has recently been published by Charles Scribner's Sons. It recommends itself to us especially as the Christmas season approaches and may be obtained at the College Book Store for $1.00.

Professor Colin of the French Department is lecturing twice a week at the Boston Museum of Fine Arts as a member of the staff of the Harvard University Extension Department.

Miss Lillian H. Bruce, 1903, is teaching this year in the Physical Education Department of the Chicago Teachers' College. Her residence address is 248 West 67th Street, Chicago.

Miss Frances Healey, 1907, after the fall and winter in Jerusalem, will travel in Egypt and Europe. Her address is Care of the American Counsul, Jerusalem, Palestine.

During the winter, Miss Marie L. Kasten, 1910, may be addressed at 101-2 Oranien Strasse, S. W., Berlin, Germany.

Miss Katherine Norcross, 1909, is studying for the M. S. degree at the University of Chicago.

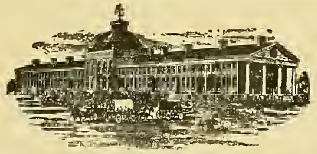
Mary H. Cutler, 1888, is this year teaching Greek and history at Wheaton Seminary, Norton, Massachusetts.

Miss Ruth Lyon, 1904, is spending the winter in New York. Her address is 257 W. 73rd Street.

Miss Gladys Gladding, 1904, is teaching at Miss Spence's School, New York City.

Miss Gertrude Gladding, 1908, is taking the Kindergarten course at Teachers' College.

At the wedding of Mrs. Daniel John Wilson, Jr., (Inez Jeannette Cocks, formerly of the class of 1911), Miss Florence Maud Cocks, 1903, was maid of honor and the Misses Anna Davis, Bessie Hays, Louise W. Brown, all of the class of 1911, were bridesmaids.



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## ALUMNÆ NOTES—Continued.

Miss Marion Conway, 1905, is this winter engaged in research work on a book in preparation by Mr. Henry W. Farnam, Professor of Economics at Yale University. The book is one of the Carnegie Institute series which, when all are completed, is to constitute an Economic History of the United States. Miss Conway's address is 220 Orange Street, New Haven, Conn.

Miss Frances R. Hill, 1909, is teaching history in Miss Randolph's School, Berkeley, California. Her address is 2524 Virginia Street.

Miss Frances H. Kelly, 1910, and Miss Miriam L. Leonard, 1910, are members of the Junior class of the New York State Library School. Their address is 48 Lancaster Street, Albany, New York.

Miss Miriam E. DeLong, 1910, is teaching a class in solid geometry and college algebra at the Moravian Seminary, Bethlehem, Pennsylvania.

Miss Elizabeth Nofsinger, 1910, is teaching English and Latin in the Beacon Hill School, Kansas City, Missouri.

Miss Mary S. Larrabee, 1909, is doing secretary work, and teaching German in Saint Margaret's School, Waterbury, Connecticut.

Miss Esther Bean, 1909, is teaching in the High School at Woburn, Massachusetts.

## PHILADELPHIA WELLESLEY CLUB.

The Philadelphia Club held its first meeting of the year at the College Club on November 3, the president, Miss Edith Ellison, 1907 in the chair. The club is working toward a scholarship fund and has left the decision of method of adding to the fund this year to its Entertainment and Executive Committees jointly.

After the business meeting, Miss Helen Garwood, 1898, gave a delightful talk on Sweden and showed some of the peasant handicraft.

The Philadelphia Club takes this opportunity to invite to join in its work and pleasure all those in the vicinity of Philadelphia as well as in the city itself, who have been connected with Wellesley either as Faculty or student. Notices of meetings will be sent to those whose addresses are in the possession of the Secretary, Miss Mary Adelle Evans, 1894-1896, 1736 Mt. Vernon Street, Philadelphia, Pennsylvania.

## MARRIAGES.

Wilson—Cocks. November 10, 1910, in New York City, Miss Inez Jeannette Cocks, formerly of the class of 1911, to Mr. Daniel John Wilson, Jr.

Fickling—Markey. November 9, 1910, in Frederick, Maryland, Miss Susan Marea Markey, 1906, to Mr. Thomas Johnson Fickling.

## BIRTHS.

September 15, 1910, in Portland, Maine, a daughter, Virginia, to Mrs. Philip Freeland Chapman, (Gladys Doten, 1907).

## DEATHS.

October 8, 1910, in Bryn Mawr, Pennslyvania, Mrs. William H. Bean, (Marie E. Stinson, 1889).

October 10, 1910, in Evarts, Harlan County, Kentucky, Mrs. Edward G. Rowland, (Margaret Osborn Stevens, 1904).

## CHANGES OF ADDRESS.

Miss Henrietta White, 1901, 27 Everett Avenue, Norwood, Massachusetts.

Miss Charlotte Pauline Marston, 1902, 108 Massachusetts Avenue, Lexington, Massachusetts.

Miss Ann Cummings, 1906, Conneaut, Ohio.

Miss Lucia M. Carter, 1908, 695 East Villa Street, Pasadena, California.

Mrs. Charles Wesley Turner, Jr., (Etta M. Schneider, 1908), 3819 Farnam Street, Omaha, Nebraska.

Miss Beulah I. Buckley, 1909, 565 South 36th Street, Omaha, Nebraska.

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